UNIVERSITY OF HAWAI‘I AT HILO

EMERGENCY OPERATIONS PLAN

ADDENDUM FOR PERSONS WITH DISABILITIES
EMERGENCY PROCEDURES FOR PERSONS WITH DISABILITIES AT THE
University of Hawaii at Hilo

INTRODUCTION

According to the National Organization on Disability, the number of persons with disabilities reflect a wide range of accessibility needs including the four million persons requiring assistance in daily living activities, the eight million who have limited vision, the 28 million with hearing loss, the 1.5 million who use wheelchairs, and those with multiple disabilities (National Organization on Disability, 2002).

State of Hawaii figures reflect a higher need for persons with disabilities with 20 percent of the 1.2 million residents identified as persons with disabilities; the national average is 10 percent (National Organization on Disability, 2002). Out of the 248,980 identified subjects, 12.3% were registered as living on the Big Island (Disability and Communication Access Board, personal communication, June 28, 2004).

As part of the equal access to program and services component of the Americans with Disabilities Act (1990), all states are required to have programmatic inclusion for persons with disabilities in all disaster plans developed under the Title II of the ADA. The attached document is to assist persons with disabilities while on the University of Hawaii at Hilo campus to be better prepared for their own safety during large or small scale emergencies, and to ensure equal access to all UHH evacuation procedures. Persons from the disability community (internal or external) were contacted to review and provide input to the preliminary drafts of this document.

IDENTIFICATION

Self-identifications by persons with disabilities attending any University sponsored program, activity, class, event is critical for the University to provide the appropriate accommodation. However, such declaration of the person’s disability needs is purely an optional choice, but the University highly encourages persons with disabilities to notify the institution of their needs. The information will be kept on a confidential basis in the University Disability Services Office as a master list that will be made available to the appropriate emergency personal during the time of an emergency. It is important for persons with disabilities to be aware of the fact that self-identification does not require a person to access disability accommodations. In times of crisis, planning to have the additional supports may prove to be a valuable proactive decision that may save a life. The danger in not declaring one’s disability needs is that when assistance is required, it may not be there when needed. Notice of Safe Evacuation Guidelines (Appendix A) Posters will be strategically placed throughout the UHH campus.

If desired, the person with a disability could complete the voluntary Request for Accommodation form (Appendix B), and indicate the request for evacuation assistance in the time of an emergency. Submit this signed form to the ADA Coordinator located in the University Disability Services Office (Student Services Center, Room E-215). The ADA Coordinator will contact the person with disability to begin discussions on the accommodation based on the individual’s disability needs.
PREPARATION

The Americans with Disabilities Act of 1990 (ADA) requires that employers, public services, public entities, and services operated by private entities modify their policies and procedures to include people with disabilities.

As such, it is highly encourages that each person, with or without a disability, develops his or her own emergency evacuation plan for his or her home/work/living environments. In preparing an Emergency Evacuation Preparedness Plan, it is important to build in flexibility, and begin preparing a plan as early as possible. Repetition, modification and familiarity with the personal plan will be critical factors to the success of the plan. Complete the optional Ability Self-Assessment Form (Appendix C) (www.cdihp.org/visual.htm) to assist you in identifying additional factors in the development of the individual Emergency Evacuation Preparedness Plan.

Any person with a disability can provide input on the Emergency Operations Plan for Persons with Disabilities to the campus ADA Coordinator at anytime by contacting the University Disability Services Office at 932-7623 (V), 932-7002 (TTY). Although each person has ultimate responsibility for their own safety during an emergency, proactive discussion with the campus ADA Coordinator to ensure that selection of, and use of the accommodation, procedures, equipment and assistive devices will work for the person with a disability. The following are the minimal considerations in the creation of the individual’s Emergency Evacuation Preparedness Plan:

1) KNOW HOW TO GET TO ALL THE EXITS, OR AREA OF RESCUE (Appendix E), AND PRACTICE THIS AS PART OF A REGULAR DRILL SCHEDULE (i.e., minimally on a yearly basis). Ask to alert the Police or Firemen of your position in the AREA OF RESCUE;

2) PRACTICE USING EVACUATION DEVICE (as appropriate);

The University of Hawaii at Hilo does not have evacuation chairs, and relies upon the use of the existing AREAS OF RESCUE as one of the available Emergency options.

3) LEARN TO REPORT SAFETY HAZARDS (i.e., fire extinguishers that need to be replaced, furniture and other items that block passages, emergency call boxes in need of repair, etc.) to the UDS Office;
4) IF YOU ARE HARD-OF-HEARING OR DEAF, PRACTICE COMMUNICATING IMPORTANT INFORMATION WITH YOUR CO-WORKERS BY GESTURES OR OTHER MEANS;

5) IF YOU ARE BLIND, PRACTICE WITH CO-WORKERS ON GUIDING YOU OUT OF PREMISES;

6) IF YOU USE A SERVICE ANIMAL, INCLUDE THE ANIMAL IN ALL YOUR PRACTICE DRILLS;

It is important to anticipate how you will function if your service animal becomes confused, disoriented, or frightened. In addition to the emotional status of your service animal, it is important to anticipate the distinct possibility of having hazardous debris scattered throughout your local vicinity. Be prepared to use alternative ways to negotiate with your immediate environment (i.e., trained sighted guides, and members of your “buddy” support system);

7) IF ENGLISH IS NOT YOUR PRIMARY LANGUAGE, LEARN TO COMMUNICATE USING PICTOGRAMS, PRE-PRINTED MESSAGE CARDS, OR SPEAK USING CONCISE SHORT PHRASES;

8) PRACTICE DEALING WITH DIFFERENT CIRCUMSTANCES AND UNFORSEEN SITUATIONS, SUCH AS BLOCKED PATHS OR EXITS; and,

9) PRACTICE WITH YOUR “BUDDY” SUPPORT SYSTEMS (as Appropriate).

A “Buddy” Support System is recommended, but not mandatory, for certain Persons with disabilities. For an effective “buddy” support system to work, it is recommended that the “buddy” be someone with whom the person with a disability is familiar, is reliable and dependable, and will meet the physical needs of the person with a disability. The optimal situation is to have two, or more “buddies,” who are in the same work, residential unit, or recreational area. The person with a disability will be responsible for informing his/her “buddy” of his/her emergency evacuation needs.

In the time of emergency it is recommended that the “buddies” attempt to locate The person with a disability. If unsuccessful to identify the whereabouts of the person, they are to immediately alert the Building Administrator or Assistant Building Administrator (see Appendix D). It is also recommended that the person with a disability identify themselves to the Security Office (974-7911) when in any building after hours.

10) Be prepared by carrying important medical or essential supplies, including:

medication, small flashlight, fully charged portable communication devices, paper, and pencil, customized pre-printed messages, and emergency health information.
11) Know how to contact emergency personnel in the event of an emergency. Refer to the attached Building Administrators and Assistant Building Administrators list (Appendix D).

12) If you are assisting a person with a vision, hearing, mobility, or learning Disability it is recommended that you use the suggested information for Spontaneous Assistance Techniques (Appendix E) for these specific disabilities.

13) For those requiring captioned text for televised information on statewide emergencies. KHON/FOX network on Channels 2 or 3 will broadcast with this text option.

14) For emergencies on the Big Island, current updates are provided on the County of Hawaii Civil Defense web site (www.hawaii-county.com/directory/dir_defense.htm).

15) If you are a Red Cross volunteer with a disability, the Red Cross has Information on their web site that you might find helpful (www.redcross.org/services/volunteer/0,1082,0_424_00.html).
UNIVERSITY OF HAWAII AT HILO

NOTICE OF SAFE EVACUATION GUIDELINES

The University of Hawai‘i at Hilo, is committed to the safe evacuation of employees and visitors to University facilities, including individuals with disabilities.

If you are a person with a disability who may require assistance to evacuate the building in a time of emergency, you may choose to complete a voluntary Request for Accommodation Form. These forms are available from the University Disability Services Office, or from the Campus ADA COORDINATOR at:

University of Hawai‘i at Hilo

200 W Kawili St.

Hilo, HI 96720

932-7623 (V)

933-7002 (TTY)

uds@hawaii.edu (Email)
REQUEST FOR ACCOMMODATION (Confidential)

DEPARTMENT OF ____________________________________________

Date of Request __________________________

Please Check One:  I am an  □ Applicant
                      □ Employee

Requester's Name: ____________________________________________

Class of Work or Position Title and Level: _______________________

Division/Section/Unit: __________________________

Worksite Address: __________________________  Worksite/Day Phone: __________________________

APPLICATION

(Application to be completed by employee/applicant)

1. I am requesting the following accommodation(s): ____________________________________________________________________________

2. It is necessary for me to have this accommodation for the following reasons: ____________________________________________________________________________

Requester's Signature __________________________  Date __________________________

DETERMINATION

Your request of __________________________ for an accommodation has been:

Date of Request __________________________

□ Approved  ACCOMMODATION(S) PROVIDED: ____________________________________________________________________________

□ Disapproved  REASON(S) DENIED: ____________________________________________________________________________

If you disagree with my determination, you may present additional information to me within ten (10) business days of the date that this determination is made to further substantiate your request. Please call me at _______ to discuss the above decision.

(Telephone/ext.) __________________________

Appointing Authority's Signature __________________________  Date __________________________

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Appendix B
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General Instructions
This form is meant to simplify the processing and recording of requests for accommodations. Requests for reasonable accommodation are confidential.

REQUEST FOR ACCOMMODATION form (optional)

General Information: To be completed by employee or applicant making request.
Department of: Enter the name of the department this request is made at.
Date of Request: Enter the date this application for request is made.
I am an: Check only one. Employee includes new appointee or applicant which has accepted an offer of employment.
Requester's Name: Self explanatory. Enter the name the requester is using for employment with the State.
Class of Work or Position Title and Level: If an employee enter information on position held else if an applicant enter information on the position you are applying for.
Division/Section/Unit: Enter only if employee of the State.
Worksite Address: Enter only if employee of the State.
Worksite/Day Phone: If an employee enters worksite phone number else applicant enter phone number we can contact you during the day.

Application: To be completed by employee or applicant making request,
1. Requesting accommodation(s): Describe what requester believes is needed.
2. Reasons: Describe the disability and functional limitations that make this request necessary.
Requester's Signature: Self explanatory.
Date: Enter the date application is signed.

Determination: To be completed by the Appointing Authority of the Department receiving the request.
Date of Request: Enter date of signature.
Approved/Disapproved: Check one only.
Accommodations provided: If approved, enter accommodation to be provided.
Reason(s) Denied: Enter reasons request denied. Be specific.
Telephone/ext.: Enter appointing authority's voice and TTY phone number, as appropriate.
Appointing Authority's Signature: Self explanatory. (Signature of supervisor or higher level designee as specified by department head.)
Date: Enter date of appointing authority's signature of action.

FOR INTERNAL USE ONLY
Submit for internal action only if request is unreasonable or presents a hardship on the employer.

FOR INTERNAL USE ONLY

Date Request Received: _________________________
Final Decision: ________________________________
Action Taken: __________________ Date of Final Decision: ______________________
Comments: ________________________________
Examiner/Supervisor's Name: __________________ Date Notice Sent: __________________

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## Emergency Evacuation Preparedness
### Ability Self-Assessment

Additional information also available at: [http://www.cdihp.org/visual.htm](http://www.cdihp.org/visual.htm)

### Visual

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Will you be able to evacuate independently without relying on the usual auditory cues (such as the hum of the copy machine near the stairs)? (These cues will be absent, if the electricity goes off or alarms are blaring).</td>
<td></td>
</tr>
<tr>
<td>Can you read the emergency signage in prints or Braille?</td>
<td></td>
</tr>
<tr>
<td>Are there raised and Braille characters on signs that designate exits, direction to exits, information on exit routes, and floors designated by numbers or letters, including floor level designations provided in stairwells?</td>
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<tr>
<td>Is there emergency lighting along the escape route that will automatically light, if electrical service is interrupted?</td>
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<tr>
<td>If you wear contact lenses, what will you do if and when smoke, dust or fumes become painful or dangerous. Do you keep glasses with you?</td>
<td></td>
</tr>
<tr>
<td>Can you use the two-way communication devices installed in the elevators and areas of refuge/rescue assistance?</td>
<td></td>
</tr>
<tr>
<td>Have you instructed your personal support network in the best way to act as a “sighted guide” if needed?</td>
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</tr>
<tr>
<td>Question</td>
<td>Yes</td>
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<td>-------------------------------------------------------------------------</td>
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<tr>
<td>Have you practiced having people communicate emergency in the elevators and areas of refuge/rescue assistance?</td>
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<tr>
<td>Does the building have two-way communication devices installed in the elevators and areas of refuge/rescue assistance?</td>
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<tr>
<td>Have you practiced using the two-way communication device in a non-Emergency to make sure the system works?</td>
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<tr>
<td>Do you know the locations of text telephones or phones that have amplification?</td>
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<tr>
<td>Do emergency alarm systems have audible and visible features (visual strobes)?</td>
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<tr>
<td>If you are hard of hearing will you be able to hear over the sound of very Loud emergency alarms? How will you understand emergency information and directions that are typically given verbally? (Hearing aids amplify background noise, so the sound of the emergency alarms may interfere or drown out voice announcements). Instruct your support network to speak looking at you and repeat critical announcements.</td>
<td></td>
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<tr>
<td>Will your hearing aids work if they get wet, for example from sprinklers?</td>
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<tr>
<td>Are the newer displays (television monitors or scrolling text signs) available throughout your site? Will they work if the power goes out?</td>
<td></td>
</tr>
<tr>
<td>Do you know all the display locations?</td>
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<tr>
<td>Are portable devices (tactile/vibrating pagers) available for you to use?</td>
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<tr>
<td>Do you keep with you a small flashlight handy to aid in seeing visual cues during an emergency?</td>
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<tr>
<td>Have you determined how you will communicate with colleagues and Emergency personnel if there is no interpreter or if your hearing aid(s) are Not working?</td>
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<tr>
<td>Do you carry with you paper and pens?</td>
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<tr>
<td>Do you carry a pre-printed copy of key phrase messages with you such as “I use American Sign Language (ASL),” “I do not write read English Well.” “If you make announcements, I will need to have them written Simply or signed.”</td>
<td></td>
</tr>
</tbody>
</table>
**Deaf – Blind**

| Yes | No | Do you have a personal support network? Since the usual alarms or flashing lights won’t work, it is critical that you have a large personal support network. |

**Speech**

| Yes | No | Have you determined how you will communicate with colleagues and Emergency personnel, if you do not have your usual communication Devices (augmentative communication device, word board, artificial Larynx)? |

| Yes | No | Do you store copies of a word or letter board, paper and writing materials, Pre-printed messages and key phrases specific to an anticipated emergency, in your wallet, or purse? |

| Yes | No | Does your Emergency Health Information Card explain the best method to Communicate with you (written notes, pointing to letters/words/pictures)? |

**Memory, Judgment, Learning And Related Information Processing**

| Yes | No | Have you practiced how to communicate your needs? |

| Yes | No | Have you anticipated the types of reactions you may have in an emergency And planned strategies for coping with these reactions? (There are a number of reactions that may occur or become more intense during an emergency. Such reactions include: confusion, thought processing and memory difficulties, agitation, paranoia, crying, fear, panic anxiety, and shaking. Think through the types of reactions, prepare your personal support network to assist you with these planned strategies). |

| Yes | No | Does your Emergency Health Information explain the best method to assist you? |
Area Of Rescue

Room layouts for emergency exit plans and designated areas of rescue are attached as a PDF document and hard copy document only. Original room evaluation plans are also available in each classroom.
Student Services Building 338 - Second Floor
Campus Center Building 336 - First Floor
Campus Center Building 336 - Second Floor
Life Science Building 344 – First Floor
Appendix E

Emergency Telephone Numbers

Police Department...............9-911
Fire Department...............9-911
Civil Defense Agency.......935-0031
Campus Security.........932-7013

Building Administrators

Staff | Business No.
--- | ---
UHH Chancellor, (Donald Straney) dstraney@hawaii.edu | 932-7348
UHH Vice-Chancellor for Administrative Affairs, (Marcia Sakai) marcia@hawaii.edu | 932-7650
UHH Vice-Chancellor for Academic Affairs (Matthew Platz) mplatz@hawaii.edu | 932-7332
UHH Vice Chancellor for Student Affairs (Gale Makuakāne-Lundin) gailml@hawaii.edu | 932-7445
HawCC Chancellor (Noreen Yamane) noreeny@hawaii.edu | 934-2504
HawCC Vice Chancellor for Administrative Affairs (James Yoshida) jamesyos@hawaii.edu | 934-2508
HawCC Vice Chancellor for Academic Affairs (Joni Onishi) jonishi@hawaii.edu | 934-2514
Emergency Telephone Numbers (CONTINUED)

<table>
<thead>
<tr>
<th>Staff</th>
<th>Business No.</th>
</tr>
</thead>
<tbody>
<tr>
<td>HawCC Vice Chancellor for Student Services</td>
<td>934-2510</td>
</tr>
<tr>
<td>(Jason Cifra)</td>
<td></td>
</tr>
<tr>
<td><a href="mailto:cifra@hawaii.edu">cifra@hawaii.edu</a></td>
<td></td>
</tr>
<tr>
<td>Director of Publications,</td>
<td>932-7669</td>
</tr>
<tr>
<td>(Alyson Kakugawa-Leong)</td>
<td></td>
</tr>
<tr>
<td><a href="mailto:alyson@hawaii.edu">alyson@hawaii.edu</a></td>
<td></td>
</tr>
<tr>
<td>Auxiliary Services Officer,</td>
<td>932-7009</td>
</tr>
<tr>
<td>(Kolin Kettleson)</td>
<td></td>
</tr>
<tr>
<td><a href="mailto:kolin@hawaii.edu">kolin@hawaii.edu</a></td>
<td></td>
</tr>
<tr>
<td>Environmental Health &amp; Safety Officer, (Ken M. Ikeda)</td>
<td>932-7638</td>
</tr>
<tr>
<td>(Ken M. Ikeda)</td>
<td></td>
</tr>
<tr>
<td><a href="mailto:keni@hawaii.edu">keni@hawaii.edu</a></td>
<td></td>
</tr>
<tr>
<td>Facilities Planner,</td>
<td>974-7595/7720</td>
</tr>
<tr>
<td>(Lo-Li Chih)</td>
<td></td>
</tr>
<tr>
<td><a href="mailto:ofpcc@hawaii.edu">ofpcc@hawaii.edu</a></td>
<td></td>
</tr>
<tr>
<td>Director of Student Medical Services, (Heather Hirata)</td>
<td>932-7369</td>
</tr>
<tr>
<td>(Heather Hirata)</td>
<td></td>
</tr>
<tr>
<td><a href="mailto:hiratah@hawaii.edu">hiratah@hawaii.edu</a></td>
<td></td>
</tr>
<tr>
<td>Director of Housing,</td>
<td>932-7407</td>
</tr>
<tr>
<td>(Miles Nagata)</td>
<td>938-1834 (c)</td>
</tr>
<tr>
<td><a href="mailto:mnagata@hawaii.edu">mnagata@hawaii.edu</a></td>
<td></td>
</tr>
<tr>
<td>CTAHR County Administrator</td>
<td>969-8209</td>
</tr>
<tr>
<td>Russell Nagata</td>
<td></td>
</tr>
<tr>
<td><a href="mailto:russeln@hawaii.edu">russeln@hawaii.edu</a></td>
<td></td>
</tr>
</tbody>
</table>
Spontaneous Assistance Techniques

When assisting persons with disabilities in emergency situations, there are some basic rules to follow in order to be effective, and we hope that these brief guidelines will better assist you to help those in need.

Vision Impairments

- Announce your presence; speak out when entering the work area.
- Speak naturally and directly to the individual and not through a third party. Do not shout.
- Don’t be afraid to use words like "see,” “look,” or “blind.”
- Offer assistance but let the person explain what help is needed.
- Describe the action to be taken in advance.
- Let the individual grasp your arm or shoulder lightly, for guidance. He/she may choose to walk slightly behind you to gauge your body reactions to obstacles; be sure to mention, stairs, doorways, narrow passage, ramps, etc.
- When guiding to a seat, place the person’s hand on the back of the chair.
- If leading several individuals with visual impairments at the same time, ask to hold each other’s hands.
- You should ensure that after exiting the building those individuals with impaired vision are not abandoned but are led to a place of safety, where a colleague(s) should remain with them until the emergency is over.
  Another of the lessons learned from the World Trade Center incident involved the complaints of blind tenants who after being escorted down and out of the building, were unceremoniously left in the unfamiliar environs out-of-doors in the midst of a winter ice storm, where they had to negotiate ice covered sidewalks and falling glass from overhead.
Suggestions When Assisting Owners of Dog Guides

- Do not pet or offer the dog food without the permission of the owner.
- When the dog is wearing its harness, he is on duty; if you want the dog not to guide its owner, have the person remove the dog’s harness.
- Plan for the dog to be evacuated with the owner.
- In the event you are asked to take the dog while assisting the individual, it is recommended that you (the helper) hold the leash and not the dog’s harness.

Hearing Impairments

- Flick the lights when entering the work area to get the person’s attention.
- Establish eye contact with the individual, even if an interpreter is present.
- Face the light, do not cover or turn your face away, and never chew gum.
- Use facial expressions and hand gestures as visual cues.
- Check to see if you have been understood and repeat if necessary.
- Offer pencil and paper. Write slowly and let the individual read as you write. Written communication may be especially important if you are unable to understand the individual’s speech.
- Do not allow others to interrupt or joke with you while conveying the emergency information.
- Be patient, the individual may have difficulty comprehending the urgency of your message.
- Provide the individual with a flashlight for signaling their location in the event that they are separated from the rescuing team or buddy and to facilitate lip-reading in the dark.
Learning Disabilities

- Persons with learning disabilities may have difficulty in recognizing or being motivated to act in an emergency by untrained rescuers. They may also have difficulty in responding to instructions that involve more than a small number of simple actions.

- Their visual perception of written instructions or signs may be confused.

- Their sense of direction may be limited, requiring someone to accompany them.

- Directions or information may need to be broken down into simple steps. Be patient.

- Simple signals and/or symbols should be used (e.g., the graphics used throughout this section).

- A person’s ability to understand speech is often more developed than His/her own vocabulary. Do not talk about a person to others in front of Him/her.

- The individual should be treated as an adult who happens to have a cognitive or learning disability. Do not talk down to them or treat them as children.

Mobility Impairments

- Someone using a crutch or a cane might be able to negotiate stairs independently. One hand is used to grasp the handrail the other hand is used for the crutch or cane. Here, it is best NOT to interfere with this person’s movement. You might be of assistance by offering to carry the extra crutch. Also, if the stairs are crowded, you can act as a buffer and “run interference.”

- Wheelchair users are trained in special techniques to transfer from one chair to another. Depending on their upper body strength, they may he able to do much of the, work themselves. If you assist a wheelchair user, avoid putting pressure of the person’s extremities and chest. Such pressure might cause spasms, pain and even restrict breathing. Carrying someone slung over your shoulders (something like the so called fireman’s carry) is like sitting on their chest and poses danger for several individuals who fall within categories of neuralgic and orthopedic disabilities.